



West Ashley High

4060 Wildcat Blvd.
Charleston, SC 29414

Grades	9-12 High School	
Enrollment	1,947 Students	
Principal	Mrs. Mary T. Runyon	843-573-1201
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Excellent
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Good	Below Average
2004	Good	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	5	19	1	0

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	73.3	74.8	73.6	77.2	78.9	81.3
Passed 1 subtest (%)	11.5	12.6	14.5	10.6	11.8	10.2
Passed no subtests (%)	15.2	12.6	11.9	12.2	9.3	8.5

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	93.1%	93.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	449	241
Number of Diplomas	286	177
Rate	63.7%	75.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	78.1	75.8
English 1	62.8	64.5
Physical Science	50.6	54.6
All Tests	63.2	64.9

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,947)				
Retention rate	12.6%	Down from 14.5%	6.0%	6.1%
Attendance rate	95.1%	Up from 94.2%	95.0%	95.0%
Eligible for gifted and talented	5.4%	Up from 4.4%	13.0%	8.3%
With disabilities other than speech	15.3%	Up from 14.0%	13.9%	13.0%
Older than usual for grade	14.7%	Up from 7.1%	8.3%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	7.1%	Up from 4.3%	1.7%	1.5%
Enrolled in AP/IB programs	24.8%	Up from 9.8%	11.4%	11.4%
Successful on AP/IB exams	47.4%	N/A	52.6%	54.3%
Eligible for LIFE Scholarship	16.5%	Up from 12.1%	31.8%	30.5%
Annual dropout rate	1.8%	Down from 4.1%	4.1%	3.5%
Career/technology students in co-curricular organizations	5.2%	Down from 5.5%	2.6%	3.1%
Enrollment in career/technology courses	1269	Down from 1324	559	559
Students participating in work-based experiences	14.1%	Up from 13.4%	12.6%	10.6%
Career/technology students attaining technical skills	60.8%	Down from 65.4%	80.0%	79.6%
Career/technology completers placed	100.0%	No Change	97.9%	98.5%
Teachers (n=134)				
Teachers with advanced degrees	61.2%	Down from 62.7%	60.6%	57.4%
Continuing contract teachers	71.6%	Down from 76.1%	72.0%	69.6%
Teachers with emergency or provisional certificates	7.1%	Up from 5.0%	7.3%	8.7%
Teachers returning from previous year	86.4%	Down from 87.2%	87.1%	85.0%
Teacher attendance rate	98.9%	Down from 99.0%	95.5%	95.4%
Average teacher salary	\$44,496	Up 0.6%	\$46,180	\$46,061
Professional development days/teacher	4.7 days	Down from 11.5 days	11.6 days	11.4 days
School				
Principal's years at school	2.0	Up from 0.5	3.0	3.0
Student-teacher ratio in core subjects	28.7 to 1	Up from 25.4 to 1	26.7 to 1	25.4 to 1
Prime instructional time	94.0%	Up from 93.2%	89.3%	89.1%
Dollars spent per pupil*	\$7,132	Down 0.5%	\$7,037	\$7,279
Percent of expenditures for teacher salaries*	60.3%	Up from 60.2%	54.5%	55.3%
Percent of expenditures for instruction*	65.2%	Up from 64.2%	60.0%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	54.2%	Down from 76.4%	93.8%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	Good	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	379	93.1%	1311	63.2%	449	63.7%	No
Gender							
Male	188	89.9%	673	60.9%	228	53.9%	N/A
Female	190	96.3%	637	65.6%	217	75.1%	N/A
Racial/Ethnic Group							
White	184	96.7%	500	75.8%	201	68.7%	N/A
African American	183	90.2%	729	54.0%	227	61.7%	N/A
Asian/Pacific Islander	N/A	N/A	19	89.5%	N/A	N/A	N/A
Hispanic	N/A	N/A	38	57.9%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	35	42.9%	127	38.6%	51	47.1%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	26	76.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	147	86.4%	618	52.9%	180	55.0%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

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Report of Principal and School Improvement Council

West Ashley High embraces the belief that we must educate, encourage, and empower all of our students through active engagement in the teaching and learning process. We serve a diverse student population of 2000 students. Our teaching staff of 130 teachers diligently works to create a learning environment in which students and teachers can work together to maximize the opportunities our students have to grow cognitively, socially, and emotionally. This talented faculty engages in many hours of professional development, not only to increase active engagement of students, but also to explore differentiated instruction and new ways to incorporate technology into the delivery of instruction as part of the High Schools That Work comprehensive reform initiative. Seventy-eight faculty members hold advanced degrees, and eleven hold National Board Certification.

The focus on academic excellence guided us to add AP Physics, AP Chemistry, and AP Psychology to the eight existing Advanced Placement courses and to increase enrollment in the eight Dual Credit courses previously offered. Teams of teachers revisited instructional strategies and the rigor of the curriculum to ensure that our students are prepared to advance to college, military service, or employment. Students earned \$4 million in scholarships. Fifty-five earned Life Scholarships, and thirteen earned Palmetto Fellow Scholarships. WAHS continues to be fully accredited by the Southern Association of Colleges and Schools (SACS) and the S.C. Department of Education. Our school received certification for Project Lead the Way and prepares pre-engineering students who aspire to a career in engineering.

We recognize the diverse abilities, interests, and aptitudes of our students and offer an array of extracurricular activities to cultivate teamwork, in addition to the skills and knowledge that build confidence, leadership, and problem-solving skills. Students produced a yearbook that was nationally recognized, our JROTC unit received the Distinguished Unit award for the 8th consecutive year, and the NJROTC Rifle team earned 1st place in state and regional competitions, securing their participation in the U.S Junior Olympics. The Fine Arts Department achieved state recognition as the drum line placed 1st in state competition, the marching band qualified for state finals, chorus received a superior rating, art students' work won recognition with a display at the Charleston International Airport, and the Gospel Company performed in a Spoleto event. Athletic teams in football, basketball, soccer, and volleyball advanced to playoff competition.

With a network of parent and community supporters that strive for excellence with us, we continue to lead our prepared, capable, and eager students into a promising future.

Mary T. Runyon, Principal
Robert Veronee, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	79	299	145
Percent satisfied with learning environment	70.5%	62.9%	76.2%
Percent satisfied with social and physical environment	84.8%	74.2%	62.2%
Percent satisfied with school-home relations	48.1%	83.9%	69.9%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.1%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)											
All Students	489	99.4	13.8	33.7	33.7	18.8	63.9	70.7	69.7	Yes	Yes
Male	249	99.6	21.1	36.2	28	14.7	53.4	66.6	64.6	N/A	N/A
Female	240	99.2	6.2	31.1	39.6	23.1	74.7	74.8	74.8	N/A	N/A
White	186	100	5.6	27.1	33.9	33.3	76.8	90.1	81.7	Yes	Yes
African American	283	98.9	19	38.8	33.8	8.4	54.8	54.7	53.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	84.2	83.1	I/S	I/S
Hispanic	11	100	22.2	22.2	22.2	33.3	55.6	60.2	59.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	84	98.8	50	34.6	11.5	3.8	23.1	26.5	25.2	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	N/A	N/A
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	50.8	47.3	I/S	I/S
Subsized meals	226	99.6	20.8	40.1	32.9	6.3	50.2	52.3	55.1	No	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	489	99.4	23	34.1	31.1	11.8	56.9	66.9	67.2	Yes	Yes
Male	249	99.6	27.6	33.2	25	14.2	53.9	67.2	66.3	N/A	N/A
Female	240	99.2	18.2	35.1	37.3	9.3	60	66.7	68	N/A	N/A
White	186	100	9.6	25.4	43.5	21.5	76.3	88.6	79.6	Yes	Yes
African American	283	98.9	32.3	39.9	23.6	4.2	43.3	48.8	49.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	87.7	88.9	I/S	I/S
Hispanic	11	100	22.2	44.4	22.2	11.1	55.6	57.8	60	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	84	98.8	65.4	21.8	10.3	2.6	21.8	25.4	23.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	57.4	54.9	I/S	I/S
Subsized meals	226	99.6	34.8	40.1	21.7	3.4	43	47.9	53.1	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	487	84.0	58.1	15.6	7.8	2.5	10.3	N/A	N/A	N/A	N/A
Male	251	82.1	53.8	14.3	9.6	4.4	13.9	N/A	N/A	N/A	N/A
Female	236	86.0	62.7	16.9	5.9	0.4	6.4	N/A	N/A	N/A	N/A
White	200	87.0	49.0	19.0	14.0	5.0	19.0	N/A	N/A	N/A	N/A
African American	260	81.2	66.2	11.9	2.3	0.8	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	16	87.5	62.5	12.5	12.5	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	36	72.2	63.9	5.6	2.8	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	12	83.3	33.3	25.0	25.0	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	234	79.5	65.0	9.8	3.4	1.3	4.7	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	432	97.9	12.8	29.6	35.7	21.9	69.5	73.8	70.7
	2008	489	99.4	13.8	33.7	33.7	18.8	63.9	70.7	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	432	97.7	24.7	31.4	27.2	16.8	54.8	63.6	62.2
	2008	489	99.4	23	34.1	31.1	11.8	56.9	66.9	67.2

Abbreviations for Missing Data